

Ripley Junior School

Poplar Avenue, Ripley, Derbyshire DE5 3PN

Inspection dates

3–4 November 2015

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils' attainment in grammar, punctuation, and spelling is not good. Too few pupils reach the national average by the time they leave the school.
- The progress of disadvantaged pupils, while improving, is too variable across year groups and in mathematics, reading, and writing.
- Teachers do not expect enough of the most-able pupils and so these pupils do not always make the good progress they should.
- Although some teachers have high expectations and plan well for pupils' learning, this is not consistent across year groups. As a result, outcomes for different groups of pupils are too variable in mathematics, reading, and writing.
- Not all teachers use the new assessment information to plan tasks to increase pupils' progress as well as they should.
- Senior leaders do not use the information they have on the achievement of different groups of pupils well enough to ensure that they have precise and challenging targets for improvement. As a result, improvement planning is not specific and measurable, and targets for improvement are too broad.
- Systems for checking different aspects of the school's work are not efficient and rigorous enough to ensure that leaders are able to act quickly to resolve potential problems should they arise.
- The governing body does not have an accurate enough understanding of the school's strengths and weaknesses. Consequently, it is not able to hold senior leaders to account for their work with sufficient rigour.

The school has the following strengths

- Pupils take pride in their school. They have good attitudes to learning. They behave extremely well around school and are respectful and polite to one another and to adults.
- Since the previous inspection, the school has provided a wide range of reading materials for pupils to enjoy. These have been well received by pupils and they read often in and out of school as a result.
- The new curriculum is well thought out and relevant. It provides pupils with many exciting and interesting opportunities to learn. As a result, pupils have a well-developed social, moral, spiritual and cultural awareness.
- The school's focus on their 'Big 13' skills and attributes inspires pupils to become well-rounded citizens.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and accelerate the progress of all pupils, including disadvantaged pupils and the most-able pupils, by:
 - ensuring that all teachers constantly have high expectations of what pupils can achieve so that across year groups all pupils make good progress in mathematics, reading and writing enabling all teachers to make the best use of the new assessment information they have to plan for pupils' next steps in learning
 - ensuring that teachers rigorously focus on improving the grammar, punctuation and, in particular, the spelling of pupils in all aspects of their writing.

- Improve the achievement of pupils, by:
 - ensuring that the remaining gaps in the attainment of disadvantaged pupils in mathematics, reading and writing are closed without delay
 - ensuring that the attainment gaps in pupils' skills in grammar, punctuation and spelling are closed so that they are at least in line with the national expectations by the end of this school year.

- Improve the quality of leadership and management, by:
 - ensuring that leaders use the new information and data systems more precisely to plan for improvements in pupils' learning
 - ensuring that leaders strengthen the systems for checking the work of the school so that they have consistently up-to-date and detailed knowledge of all aspects of the school's work
 - ensuring that governors have a precise and accurate view of the school's strengths and weaknesses in order for them to rigorously hold senior leaders to account for their work.

- An external review of governance should be undertaken in order to assess how this aspect of the leadership and management of the school may be improved.
- An external review of the use of the pupil premium funding should be undertaken to assess how this aspect of the school's work may be improved.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Leadership and management require improvement because systems for checking the impact of the school's work are not sufficiently rigorous. Although the progress of some groups of pupils has increased and is now good, it is not consistently good for all groups of pupils, including disadvantaged pupils and the most-able pupils, in mathematics, reading, and writing.
 - Senior leaders and the governing body demonstrate ambition. They are committed to improving outcomes for all pupils. Since the last inspection, their actions to improve the quality of teaching and raise standards have been effective in increasing the progress of disadvantaged pupils. Teachers plan better to meet pupils' needs and current pupils' books show that they are making better progress than before. However, these actions have not been sufficient to close attainment gaps fully and more needs to be achieved quickly.
 - Not all systems for checking the work of the school are meticulously scrutinised by senior leaders.
 - Senior and middle leaders carefully analyse the data and information they have on individual pupil's progress and this has been effective in improving progress across subjects and year groups. However, their analysis of the progress of different groups of pupils across the whole school is not sufficiently detailed to show if there are trends in underperformance in attainment and progress. As a result, the school's plans for improvement do not state precisely what actions need to be taken at a whole-school level. This is hindering the effectiveness of leaders' actions to accelerate progress more rapidly because targets for improvement are not precise enough.
 - The pupil premium is used to provide a broad range of small-group and individual support. Resources have been purchased to support learning, for example tuition for learning musical instruments to increase self-esteem and engagement in other types of learning. There is some indication that disadvantaged pupils' progress is accelerating. However, information about the impact of interventions is not detailed or analysed carefully enough. As a result, it is difficult for school leaders to know which resource is the most effective in bringing about improvements in outcomes.
 - The curriculum of the school is a strength. Since the last inspection, leaders have developed a broad and balanced curriculum with a range of interesting and exciting themes. Pupils have many opportunities to learn musical instruments, learn to develop artistic skills and investigate and learn from scientific enquiry. The extra-curricular opportunities support the curriculum as do the imaginative homework tasks. Pupils enjoy their learning. Their social, moral, cultural and spiritual awareness is well developed.
 - The procedures for managing the performance of teachers in the school are appropriate. Teachers appreciate the professional development training they receive both in school and through external providers and use it to improve their teaching.
 - The additional sports funding received by the school from the government is used to provide training for teachers. This has improved the teaching of physical education across the school. There are also increased opportunities for pupils to learn to swim because the school has identified this as a priority. Pupils also have increased opportunities to take part in inter-school competitions through the local schools' network.
 - The school's own information shows that the vast majority of parents are happy with the information they receive about their children. The school has worked hard to develop strong relationships with parents to ensure that children's learning is a partnership between home and school. The school responds quickly to any concerns parents have. A few parents who responded to Parent View felt that they would like more information about their children's progress.
- **The governance of the school**
- Governors do not have an accurate view of the school's strengths and weaknesses.
 - The governing body is ambitious and wants to see pupils' outcomes improve quickly. However, imprecise improvement planning and a lack of whole-school targets hinder its work. As a result, the governing body are unable to hold senior leaders to account for their work with sufficient rigour.
 - Although the governors visit the school regularly, these visits are not planned strategically or linked precisely with school improvement actions.
 - The governing body is not able to check the effectiveness of the use of pupil premium funding rigorously enough. This is because the senior leaders' analysis of the impact of different interventions is not sharp enough to help them to fulfil their role.
 - Governors receive suitable information about how pay progression is linked to the quality of teaching and

manage the headteacher's performance appropriately.

- The arrangements for safeguarding are effective. Leaders are proactive in their work with other agencies and vigilant in ensuring that concerns for pupils' safety are reported quickly to the appropriate authorities. All staff understand the procedures for keeping pupils safe from harm and know that leaders will respond swiftly if concerns are raised. School leaders understand the need to protect pupils from extremist views and radicalisation and are undertaking the necessary training to fulfil their duties in this regard.

Quality of teaching, learning and assessment requires improvement

- Teaching, learning and assessment require improvement because although there are many aspects of good teaching in the school, it is not consistent across subjects and year groups. This is particularly the case for pupils' attainment in grammar, punctuation and spelling and for some disadvantaged pupils and the most able.
- Since the previous inspection, teachers have a much better understanding of what their pupils need to learn. However not all teachers have consistently high expectations of what their pupils can achieve day in and day out. This results in uneven progress between classes and subjects, and particularly for disadvantaged pupils.
- In many classes, teachers' use of assessment is well developed. Teachers reshape learning during lessons to meet the needs of their pupils appropriately. However, this is not consistent. Not all teachers make the best use of the assessment information they have. As a result, some pupils are not challenged enough to learn at a fast pace and make the best progress they can. This is particularly the case for the most-able pupils. The school's assessment information shows that not all pupils reach their targets for learning as quickly as others and this results in the patchy progress seen in the data and in pupils' books.
- There is now a whole-school focus on increasing pupils' skills in grammar, punctuation and spelling. Work in pupils' books and in lessons demonstrates that these skills are increasing through daily teaching. However, attainment gaps for the oldest pupils remain. In addition, not all teachers are as vigilant as others are in following school leaders' guidelines for correcting mistakes in these areas.
- Where teaching is most effective, no time is wasted and pupils work hard to complete their tasks. Teachers' questions support pupils to think carefully and find solutions for themselves. In a Year 6 class, pupils were working on different aspects of reading. Some pupils were working independently and others were working collaboratively. Pupils had a very clear idea of what was expected of them and they used the different resources well to support their learning. Pupils talked knowledgeably about different authors' work. Pupils were clearly enjoying their reading. The teacher skilfully supported learning through targeted questions that guided pupils well. As a result, pupils made good progress.
- Teachers' use of teaching assistants' support has improved since the last inspection. Teaching assistants are well prepared for lessons and guide pupils carefully in their learning. Teaching assistants work with pupils from different groups and abilities. This is effective in this school because it helps to ensure that all pupils receive the help they need at the appropriate time.
- Marking supports pupils to gain a better understanding of their learning across a variety of subjects, including art. Teachers guide pupils well and pupils have many opportunities to respond to their teachers' comments. This has resulted in many pupils making much better progress and reaching their targets for learning much more quickly.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are polite and courteous with each other and with the adults and visitors in their school. Pupils proudly showed inspectors their work and spoke confidently about their learning during lessons and around school.
- Since the last inspection, pupils' attitudes to learning have improved. Pupils enjoy the changes in the curriculum and willingly engage in the homework tasks set by their teachers. For example, in Year 3 there was a large display of erupting volcanoes of all shapes and sizes. On enquiring, the inspector was told that the pupils and their parents had completed these at home.
- School leaders have developed their own 'Big 13' life skills programme. Pupils are given opportunities to develop attributes such as leadership and enterprise. Pupils work towards demonstrating and gaining

recognition in these attributes and proudly wear the wristbands as a reward for success. Many pupils learn to play musical instruments; pupils often book practise rooms at lunchtime to develop their skills. Pupils learn how to work together, cooperate, and support each other in the school orchestra.

- Pupils have a good understanding of how to keep themselves safe. Pupils explained the importance of keeping safe when using the internet. Pupils also spoke about their understanding of what constitutes inappropriate behaviour of adults towards children. They spoke about the need to 'tell' and knew the function of ChildLine as a source of help and support.
- Pupils have been taught effectively about bullying. During the inspection, pupils talked about incidents of bullying, but said these were rare. Pupils are confident that the adults in school support them and work to resolve any problems should any occur. Pupils understand that using the word 'gay' is not kind and they say teachers deal with this immediately if it occurs.
- Through the curriculum, pupils learn about healthy eating choices. They also learn how to stay healthy through being active and taking part in sport.

Behaviour

- The behaviour of pupils is good. In lessons and around school, pupils understand how to follow the school rules and behave well. Although the school has many long corridors, pupils self-regulate and choose to walk and not run even without adults being present to remind them of the rules.
- Adults support pupils' good choices through a consistent rewards system. Adults have high expectations of pupils' behaviour. During the inspection, adults rarely had to interrupt learning in lessons to deal with low-level disruption or off-task behaviour. Pupils enjoy learning and want to cooperate with their teachers.
- Pupils attend school regularly and the rates of persistent absence from school are below the national average. School leaders have been particularly successful in raising the attendance rates of a number of pupils through the work of the home/school liaison leader. However, the attendance of a small minority of pupils is still not good enough.

Outcomes for pupils

require improvement

- Outcomes require improvement because not all groups of pupils make good progress across year groups and subjects, particularly in grammar, punctuation and spelling. Although the progress and attainment of current disadvantaged pupils is accelerating, and in some classes it is good, there are still gaps in their attainment that need to close with urgency.
- The progress pupils make from their starting points is variable. Historical data for last year's Year 6 pupils show that the progress of different groups of pupils was inadequate in reading, writing and mathematics, particularly for the disadvantaged pupils. However, current pupils' progress is accelerating and in some classes and subjects, pupils are now making good progress. School data show that in some classes disadvantaged pupils are making better progress and reaching learning goals more quickly than their peers do. Overall, outcomes are improving and this is confirmed by the standard of pupils' work in their books, pupils' better attitudes to learning and in the improvements in the quality of teaching.
- Progress for the most-able pupils is not accelerating quickly enough. This group of pupils make at least similar rates of progress to their peers in different subjects. However, not all the work they undertake is challenging enough in some classes.
- Reading has improved since the last inspection. Pupils enjoy reading and new resources mean they have a wider choice of reading material. Pupils, especially the lower attaining pupils, have a better understanding of phonics (the sounds that letters make). Current assessment information shows that the proportion of pupils making at least expected progress in this subject is in line with the national average. However, although many pupils make more than expected progress, this is patchy and not all pupils are reaching their full potential. The majority of pupils met their age-related expectation by the end of the school year last year.
- There is a similar picture in mathematics and writing. Current school assessment information shows that many pupils are improving their writing skills through focused teaching. The improved curriculum gives pupils more opportunities to write at length. Pupils' books show that they are beginning to apply their knowledge of grammar, punctuation and spelling, but this is not well established across the school. In mathematics, revisions in how pupils calculate numbers and a deepening of their understanding of mathematical concepts are beginning to accelerate learning. However, as with other subjects, pupils' outcomes are mixed across classes and year groups.
- School assessment information shows that boys and girls generally make similar amounts of progress as

each other in mathematics, reading and writing and this is reflected in the work in their books.

- Pupils with special educational needs make progress at least in line with their peers and in many year groups. They are making good progress in mathematics, reading and writing. This is because systems for tracking their learning are precise and carefully checked. As a result, the interventions and the one-to-one support they receive exactly meet their needs. The special needs leader ensures that support from outside agencies is well targeted and this is having a positive impact on pupils' outcomes.

School details

Unique reference number	112611
Local authority	Derbyshire
Inspection number	10001845

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	283
Appropriate authority	The governing body
Chair	Isobell Harry
Headteacher	Sue Stack
Telephone number	01773 742281
Website	www.ripley-jun.derbyshire.sch.uk
Email address	info@ripley-jun.derbyshire.sch.uk
Date of previous inspection	17–18 October 2013

Information about this school

- Ripley Junior is an average-sized school. The vast majority of pupils are of White British origin. The majority of pupils speak English as a first language.
- Just over one third of the pupils are eligible for pupil premium funding (additional government funding for pupils known to be eligible for free school meals or who are cared for by the local authority). This is above the national average.
- The school has an above average proportion of pupils who are disabled or who have special educational needs.
- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.

Information about this inspection

- Inspectors observed 13 lessons – four jointly with senior leaders.
- Inspectors scrutinised a large sample of pupils' work in their books jointly with senior and middle leaders. Inspectors also looked at pupils' books within the lessons and looked at their work on the walls around school.
- Two inspectors spoke with two different groups of pupils. Firstly, to seek their views on behaviour around school and how the adults care for their welfare and secondly, how their teachers help them to make progress in their learning. Inspectors sought the views of other pupils while observing lessons. Inspectors viewed the behaviour and attitudes of pupils during playtime and lunchtime.
- Inspectors met with five governors, including the Chair of the Governing Body, the safeguarding governors and three other governors. Inspectors also met with a local authority adviser and a headteacher from Chaucer Junior School who is supporting the headteacher.
- Meetings were also held with the headteacher, the deputy headteacher, the special educational needs coordinator, and the upper and lower school leaders.
- Inspectors analysed a range of school documentation including data and information on the attainment and progress of pupils, attendance, safeguarding and the checks leaders make on the quality of teaching.
- The views of parents were gathered by speaking with parents at the beginning of the school day and from the 36 responses to Ofsted's online questionnaire, Parent View.
- Inspectors also took into account the 13 responses to the staff questionnaire.

Inspection team

Jan Connor, lead inspector	Her Majesty's Inspector
Di Mullan	Her Majesty's Inspector
Elizabeth Airlie	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

